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ABSTRACT

Data from the Illinois Census of Secondary School Course Offerings for 1981-82 show that the traditional nature of foreign language study continues relatively unchanged. Students typically begin language study in high school and must take only two years of a language. While the availability of foreign languages in high schools was the same in 1981-82 as in 1976-77, it was significantly less in junior high schools. Although overall high school enrollment decreased, the proportion of enrollment in foreign languages increased. Among the most commonly taught languages in high school, Spanish and French made relative gains in enrollment proportions, German lost some, and Latin maintained the same relative enrollment. Italian was the most heavily enrolled of the less commonly taught languages, but only 3% of high schools offered it. Enrollment in English as a second language rose in both junior and senior high schools. German had the highest index of successive enrollments, followed by French, Spanish, and Latin. In general, successive year language enrollments were highest in suburban schools and lowest in rural schools. (Author/MSE)

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ILLINOIS SECONDARY SCHOOL COURSE OFFERINGS, 1982

Special Report on Foreign Languages

August, 1984

ILLINOIS STATE BOARD OF EDUCATION

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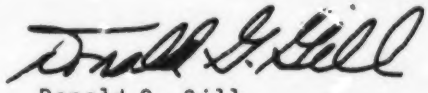
FOREWORD

In 1977 the Illinois State Board of Education in cooperation with the Illinois Association for Supervision and Curriculum Development conducted a Census of Secondary School Course Offerings. This was the first statewide census of basic curriculum data in Illinois. The Census was designed to produce normative data relative to offerings and enrollments in Illinois public secondary schools and establish a source of information on secondary school curriculum. A second Census was conducted in 1982 to update the original database.

The Census project was directed by Dr. William L. Humm, Research and Statistics Section, Illinois State Board of Education. This special report on foreign languages was written by Dr. John A. Lett, Jr., Department of Spanish, Italian, and Portuguese, University of Illinois at Urbana and edited by Dr. Humm. It is based on statistics from the Census project databases for 1977 and 1982.

Observations and conclusions in this report are those of the writer and do not necessarily represent the policies or views of the Illinois State Board of Education or the State Superintendent of Education.



Donald G. Gill
State Superintendent of Education

Special Report on Foreign Languages

Summary Highlights

Data from the Illinois Census of Secondary School Course Offerings and Enrollments, 1981-82, show that:

1. The traditional nature of foreign language study continues relatively unchanged. Students typically begin language study in high school and most take only two years of a language, chosen predominantly from among Spanish, French, German, or Latin.

2. While the availability of foreign languages in high schools was virtually the same in 1981-82 as in 1976-77 (93% offer at least one foreign language course), foreign languages were significantly less available in junior high schools (34% in 1981-82 vs. 44% in 1976-77).

3. Although high school enrollment decreased from 1976-77 to 1981-82, the proportion of enrollment in foreign languages increased.

4. Within the most commonly taught languages at the high school level, Spanish and French made relative gains in the proportion of enrollment compared to 1976-77, German lost some enrollment, and Latin remained at the same relative enrollment.

5. Italian is the most heavily enrolled of the less commonly taught languages, but only 3 percent of Illinois high schools offer a course in it.

6. Reported enrollment in English as a Second Language rose significantly (from 1976-77 to 1981-82) in both high schools and junior high schools.

7. While not having the greatest volume of first year enrollment, German continues to have the highest indices of successive year enrollments, followed by French, Spanish, and Latin.

8. In general, successive year enrollment indices for languages were highest in suburban schools and lowest in rural schools.

ILLINOIS SECONDARY SCHOOL COUPSE OFFERINGS, 1982

SPECIAL REPORT ON FOREIGN LANGUAGES

INTRODUCTION

In 1977 the Illinois State Board of Education, in cooperation with the Illinois Association for Supervision and Curriculum Development, conducted a statewide Census of Secondary School Course Offerings, Enrollments, and Co-curricular Activities, in order "to produce normative data relative to offerings and enrollments in Illinois public secondary schools and to establish a source of data on secondary school curricula at the peak of public high school enrollment" (from the Foreword to the report of that census). In addition to the general report written by Dr. William L. Humm of the Illinois State Board of Education, special reports on selected subject areas were written by specialists in those fields. In 1982 the ISBE conducted a similar census, and a similar set of reports has been produced. The present report considers the findings of the 1981-82 Census with respect to foreign language study, and is characterized by frequent comparisons between the 1981-82 data and the 1976-77 data.

GENERAL CHARACTERISTICS OF THE DATA

Before discussing the foreign language data, it is useful to discuss the database as a whole. As in 1977, the population of interest included all schools coded as high schools or junior high schools on the ISBE Region-County-District School File. Census data were collected from 489 public junior high schools and 719 public high schools, representing 82% and 99%, respectively, of the schools in the defined population of the Census.

Schools were first classified by grade level composition. The majority of the schools classified as junior high schools were two-year schools consisting of grades 7 and 8 (92%), and most of the remainder were three-year schools consisting of grades 7 through 9 (6%). The majority of the high schools consisted of grades 9 through 12 (88%) or grades 10 through 12 (3%), with most of the remainder being six-year junior-senior high schools including grades 7 through 12 (6%).

Schools were also classified by enrollment size and by community type. There were six categories of size (under 200, 200-499, 500-999, 1000-1699, 1700-2599, 2600 and over), and four categories of community type: central city, suburban, independent city, and rural. The category labels are self-explanatory with the possible exception of "Independent City," which is defined as a smaller urban area outside of a major urban area, i.e., not included in a "Standard Metropolitan Statistical Area" as defined by the 1980 Census.

There is a fairly close relationship between school size and community type, particularly for high schools. As shown in Table 1, central city and suburban schools tend to fall into the larger size categories, while independent city and rural schools tend to fall into the smaller ones. Inspection of Table 1 also reveals that almost half of the state's public high schools are found in rural communities. However, as is shown in Table 2, rural high school enrollments account for only 15% of the total state high school enrollment, while suburban schools account for almost

half. The distribution of enrollments is more uneven at the junior high school level, where suburban enrollments account for 61% of the public junior high school enrollment, at least for the schools included in the 1981-82 census data.

The variability of the schools in size and type, and the lack of congruence between the percent of schools and the percent of enrollments in the various community settings, clearly represent problems of conflicting criteria for educational decision-makers at state levels regarding the targeting of educational programs and the allocation of resources. Although this report makes no recommendations regarding such decisions, data are frequently presented by community type in order to make relevant data available to appropriate educational policy makers. Because of the redundant nature of the census data when broken down by school size and by community type, and because analyses by community type seem potentially more useful, data are not presented by school size in the tables prepared for this report.

Comparison of the 1976-77 and 1981-82 Data Bases

Inspection of the data provided in Table 3 reveals that although the number of schools in the census survey was greater in 1982 than in 1977, the number of students enrolled decreased, particularly in the junior high schools. For every 100 high school and junior high school students enrolled during the 1976-77 school year, there were only 88.7 and 79.6 students, respectively, in 1981-82. When these data are broken down by community type (see Table 4), it can be seen that the most significant enrollment loss at the high school level occurred in rural communities, whereas absolute enrollment loss at the junior high level was most severe in suburban and independent city schools. However, when 1981-82 enrollments are considered in light of the changes in the number of schools in each type of community, The relative enrollment loss is seen to have been more severe in rural junior high schools than in any other school-type combination (see last column of Table 4). Another way to describe the rural junior high school data is to say that if average pre-school enrollments had remained at their 1976-77 levels, the expected 1981-82 rural junior high school enrollment would have been 32,377, whereas the actual enrollment was only 19,860, or 61.34% of the expected figure. Thus, although average school enrollment decreased in all community types, the greatest decreases occurred in rural areas, in both junior and senior high schools.

FINDINGS WITH RESPECT TO FOREIGN LANGUAGE STUDY

The 1981-82 data show that interest in high school foreign language study has remained strong (see Table 5): 93.04% of Illinois' public high schools offer at least one foreign language, a figure that is only 1.56% lower than the 1976-77 figure of 94.60%. The total high school enrollment with access to a foreign language differs by less than a tenth of a percent, and the total year-equivalent enrollment in foreign language courses represents 8.32% more of the total state high school enrollment than it did in 1976-77. This means that although the proportion of students with foreign language access remained relatively constant, more of those students chose to take advantage of that access and actually enrolled in one or more foreign language courses.

The findings are not so positive with respect to foreign language study in junior high schools, however. Further inspection of Table 5 reveals that the percent of junior high schools which offer at least one foreign language course dropped to 33.53, less than 80% of the 1976-77 percent. The losses in the total junior high school enrollment with access to a foreign language and the total year-equivalent enrollment in foreign language courses were only about half as great, but are nonetheless disturbing. Whereas approximately 44% of Illinois' junior high students had no opportunity to study a foreign language in 1976-77, that disenfranchized group had grown to 49% in 1981-82.

The patterns observable in Table 5 prompt a look at the same data broken down by community type, particularly in the case of the junior high school data. The disproportionate reduction in the percent of schools offering a foreign language, compared to the percent of students with foreign language access and enrolled in foreign language courses, suggests that the schools which stopped offering a foreign language between 1976-77 and 1981-82 may have been small schools in which proportionately fewer students were enrolled in 1976-77. Inspection of the data presented in Table 6 shows this to be in part the case. Only 63% of the rural junior high schools that offered a foreign language in 1976-77 were doing so in 1981-82, and the corresponding figure for independent city schools was only 70%. Losses were less striking in areas characterized by larger schools, and students in central city junior high schools were actually one and one-half times more likely to have access to and enroll in a foreign language course than they did in 1976-77.

At the high school level, differences among the various community types were less striking. However, it is useful to notice the relationships between the high school and the junior high school enrollment data. In all community types except central city, the percent year-equivalent enrollment went down in junior high schools and up in high schools, whereas the opposite was true in central city schools. In order to investigate whether these two patterns were related to the availability of foreign language courses in the various settings, the data presented in Table 6 were analyzed in greater detail for the four most commonly taught languages (Spanish, French, German, and Latin); that is, data for these languages were inspected by community type, school level (junior high school vs. high school), courses offered (Grade 7, Grade 8, First Year, Second Year), and school year (1976-77 vs. 1981-82). (See Table 7.)

A certain amount of support was found for the lost-opportunity hypothesis, in that the percent of junior high schools offering foreign language courses was consistently lower in 1981 than in 1976 in all community types except central city, where notable increases were observed. Junior high losses were especially acute in rural schools, as was predicted. Contrary to the hypothesis, the percent of rural high schools offering first and second year foreign language courses also dropped rather consistently across languages (albeit less drastically than in junior high schools). The percent of central city high schools offering first and second year foreign language courses did not drop as consistently as the hypothesis would suggest. Thus it appears that the shifting enrollment patterns presented in Table 6 cannot be explained solely in terms of opportunity indices, although the latter may well have been contributing factors.

Enrollments by Language

Tables 8 and 9 present data on each foreign language taught in Illinois public high schools and junior high schools in 1976-77 and/or 1981-82. Data reported for each language course include (1) the percent of the state's schools which offered that course in each year, and (2) the percent of the state's total year-equivalent enrollment (YEE) that was contributed by that course. (See Note 2, Table 5, for an explanation of year-equivalent enrollment.) In each case the 1981-82 percent is also indexed to the 1976-77 percent to provide a readily interpretable index of change (100% = no change, > 100% = increased in 1981-82, < 100% = decrease in 1981-82). Percent YEE data are summed across courses within languages to yield subtotals by language, and languages are listed in descending order of their total percent YEE's for 1981-82.

Inspection of Tables 8 and 9 reveals that there has been virtually no change in the relative YEE's accounted for by each language. Although the number of schools offering any given course has risen or fallen significantly in some cases, the four most commonly taught languages (Spanish, French, German, and Latin) still account for the majority of the percent of state YEE's contributed by foreign language enrollments (i.e., 22.14% out of 23.43%). However, the gross division of languages into the "more commonly taught" and "less commonly taught" categories masks the rather striking differences that exist within the four most commonly taught languages; in fact, each successive foreign language accounts for only one-third to one-half of the YEE's accounted for by the next highest one. To facilitate such observations, summed enrollment data by language and school type are excerpted from Tables 8 and 9 and presented in Table 10 and Figure 1.

Relative Gains and Losses

Of the most commonly taught languages, both French and Spanish increased their share of the total YEE in high schools, while the German share decreased by about 12% and the Latin share remained fairly constant. In junior high schools, the Spanish share of YEE in 1981-82 was about 95% of its 1976-77 share, while the French, German, and Latin shares in 1981-82 were only 79 or 80% of their 1976-77 levels. In other words, high school foreign language enrollments held their own or improved except in the case of German, but junior high school enrollments lost ground substantially, although Spanish was affected to only a relatively small degree.

Among high school enrollments in the less commonly taught languages, there were both gains (Hebrew, Polish, Greek, Czech) and losses (Russian, Italian). It should be noted, however, that the percent YEE figures for these courses are subject to wide fluctuation because of the small number of students involved: a percent YEE of 0.01 may mean as few as 30 high school students or 9 junior high school students, so that the gain or loss of only a few students from one year to the next may result in a relative gain or loss that is falsely comforting or dismaying. For example, although the percent YEE in Russian in junior high schools was 200% of its 1976-77 figure, the actual number of YEE's in junior high school Russian courses in 1981-82 was still only 23--out of a total foreign language YEE of 22,862.

Of the lesser-taught languages, Italian is clearly the strongest contender for admission to the more commonly taught category. In fact, Italian courses were offered in comparatively more schools in 1981-82 than in 1976-77, but enrollments dropped slightly. Furthermore, both Italian and the other lesser-taught languages tend to be available primarily in or near large urban centers where there are sizable communities whose residents share the linguistic and cultural heritage of the language in question. Not one independent city or rural high school reported offering a less commonly taught language in 1981-82. The actual numbers of high schools offering first-year courses in Italian, Hebrew, Russian, Polish, Greek, and Czech in 1981-82 were 21, 6, 9, 4, 5, and 1 respectively; whereas first-year courses in Latin were available in 118 high schools, and Spanish, French, and German first-year courses were offered in 548, 392, and 218 high schools, respectively. In short, those whose interests and concerns lie with the less commonly taught languages will very likely learn more by reviewing the data tables available from the State Board of Education which include these languages than by basing interpretations and conclusions on the percentage data and indices reported in Tables 8 - 10.

Opportunity Indices

In addition to percent YEE data, it may be useful to consider the percent of schools offering a given course. In the case of the four most commonly taught languages, only Spanish showed consistent increases (i.e., across all five years) in the percent of high schools offering the course. However, both French and German showed modest gains in the availability of courses beyond the fourth year. Conversely, Latin offerings suffered greater losses at each successive level.

It should be mentioned in passing that the category "Advanced/Other" refers both to courses reported as "Advanced" and to courses bearing "other" titles, such as "Spanish Short Stories" or "Spanish Culture". It may be that in some schools "advanced" courses are in fact combined offerings beyond the second or third year, e.g., French 3-4 or Spanish 4-5. At any rate, course offerings and YEE's in courses beyond the second year remained stable or increased in all the most commonly taught languages except Latin, which showed losses in both opportunity and enrollment indices. It should also be noted that the number and percent of schools offering foreign language courses are not additive, either within languages or to compute the grand totals reported on line one of Tables 8 and 9, since each school is represented in the course offering data once for each different foreign language course it offers.

As indicated above, percentage data for opportunity and enrollment with respect to the less commonly taught languages must be interpreted with due respect for the small numbers involved. Given that caveat, however, several observations can be made: Italian courses were somewhat more readily available in 1981-82, although enrollments showed a slight decline; Hebrew held its own; but Russian suffered 50% decreases in both course offerings and enrollments.

ESL and General Foreign Language Courses

In addition to data on specific foreign language courses, the Census questionnaire invited respondents to report courses in English as a Second Language and in "General Foreign Language" and "Exploratory Courses"; therefore, data on these courses are included in Tables 8-10. It may be accurately pointed out that the inclusion of ESL enrollment data spuriously inflates foreign language enrollment figures, inasmuch as ESL is not typically considered an option for native speakers of English who wish to study a foreign language; however, the percent of YEE's contributed by ESL in 1981-82 was only 3.33% of the total foreign language contribution in high schools, and only 2.81% of the junior high school foreign language contribution, in spite of the significant enrollment gains made by ESL between 1976-77 and 1981-82. The nature of courses labeled "General Foreign Language/Other" and "Exploratory Course, Languages" is not determinable from available data; however, at least in junior high schools, "General Foreign Language" often refers to courses which introduce students to attributes of a number of foreign languages, while "Exploratory Courses" typically introduce students to only one language, albeit usually for terms of one semester or less. Note that exploratory courses were more popular at the junior high school level than was Latin, accounting for actual YEE's of 690 for Exploratory Courses vs. 312 for Latin, but that general foreign language courses, which increased in popularity at the high school level, almost disappeared in junior high schools between 1976-77 and 1981-82.

Enrollments in Successive Years

High School Language Programs

Table 11 presents successive year enrollment data for all foreign languages taught in Illinois public high schools in 1976-77 and/or 1981-82. To facilitate comparisons among languages, enrollments in successive years are indexed to first year enrollments, i.e., presented as percentages of first year enrollments. Thus it can be observed that for every 100 students enrolled in first year courses in the four most commonly taught languages in 1981-82, there were 68 to 84 students enrolled in second year courses, 17 to 36 in third year, 9 to 19 in fourth year, and 1 or 2 in fifth year. This information is displayed graphically in Figure 2.

In the less commonly taught languages successive enrollments were proportionately higher than in Spanish, French, German, and Latin; note in particular the indices for third and fourth year Hebrew and fourth year Russian. Recall, however, that 1981-82 Russian enrollments in general were only 50% of their 1976-77 levels, and that the absolute numbers of students enrolled in these languages should be borne in mind: of the total 1981-82 foreign language YEE of 139,111, Hebrew and Russian accounted for 362 and 268 YEE's respectively. Note in passing the substantial increases in second and third year ESL courses.

These successive year enrollment data are cross-sectional, not longitudinal, and that although it is convenient to use them as estimates of continuation or attrition rates, they do not represent precisely how many students enrolled in a given course actually enroll in the next course the following year. This fact is exemplified by the occasional existence of second year enrollment indices greater than 100%, as in the cases of Hebrew and Czech. While this is a logical impossibility with true (longitudinal) continuation data, it is not at all illogical with cross-sectional data -- it simply reflects the fact that in a given year, more students were enrolled in second year courses than in first year courses of certain languages, for whatever reasons. One effect of this attribute of cross-sectional data is to inflate spuriously high school successive year indices to whatever extent high school enrollments beyond first year include students whose first year courses were taken in junior high school rather than in high school. Thus, the estimated continuation indices represented by their successive year enrollment indices presented in this report are likely to be somewhat higher than is actually the case.

Keeping in mind that caveat discussed in the preceding paragraph, certain useful observations can be made concerning the successive course enrollment indices in 1981-82 compared with those in 1976-77. To facilitate such comparisons, separate bar graphs were prepared, one for Spanish, French, German, and Latin, and another for the remaining languages (see Figures 3 and 4). Each graph presents enrollment indices (taken from Table 11) for years two, three, and four; i.e., the bar for each language depicts the percent of first year YEE's that were found in second, third, and fourth year courses in that language. Inspection of Figure 3 reveals that although successive year enrollment indices were lower for Spanish than for the other three languages, as was true in 1976-77, the indices increased in Spanish across all successive years, as was also true for German. Note also that Spanish rose from fourth place to third in the fourth year enrollment indices. Among the less commonly taught languages (Figure 4), successive year enrollment indices increased for all levels of Italian and Hebrew, but dropped in all levels of Russian and varied widely across levels of Polish.

Although the percent YEE's reported in Table 11 indicate slight improvement in fifth year enrollment indices for Spanish, French, and German, the only three languages for which a fifth-year course was offered, fifth year course offerings and enrollments remained extremely low. The actual numbers of high schools offering fifth year courses in Spanish, French, and German were 38, 38, and 11, respectively, compared to the 548, 392, and 218 high schools which offered first year courses in those languages. However, some fifth year courses may be included in the "Advanced/Other" category, which accounts for larger enrollments than do fifth year courses, particularly in Spanish (see Table 12).

Successive Year Enrollments by Community Types

The successive year enrollment data presented in Table 11 are broken down by community type in Table 13 for Spanish, French, German and Latin. For convenient reference, the appropriate totals from Table 11 are repeated in Table 13. The data for years one through four are also presented graphically in Figure 5. The tabular presentation facilitates comparisons

among community types for each language, while the graphs make it easier to see changes from 1976-77 to 1981-82 within each community type. Inspection of Table 13 reveals that, generally speaking, 1981-82 enrollments in courses beyond second year were highest in suburban schools and lowest in rural schools, while central city schools and independent city schools alternated in second and third positions by language. A notable exception is the case of third-year Latin, where rural schools rose to second place in successive year enrollment indices. The strength of fifth-year French in suburban high schools was particularly striking in comparison with indices for fifth year courses in all other languages and community types. Note again that assessing the practical significance of these and all successive year enrollment indices requires that additional course specific data be taken into consideration.

Inspection of the bar graphs presented in Figure 5 permits the following observations regarding changes in successive year enrollment indices by community types between 1976-77 and 1981-82;

-- Among central city high schools, indices rose in German 2, 3, and 4, and in Spanish 3 and 4, but fell in all levels of French and Latin;

-- Among suburban schools, most indices rose; slight decreases were noted in French 2 and 3 and in Latin 3;

-- Among independent city schools, Spanish 3 and 4 indices rose; however, all indices for French, German, and Latin fell, some rather significantly;

-- Among rural schools, indices dropped in all levels of Spanish and French, with Spanish 4 disappearing altogether; Latin and German indices varied by year in their direction of change.

Junior High School Language Programs

The question of enrollments in successive years is much less complex in junior high schools because almost no foreign language courses beyond second year are taught in Illinois public junior high schools, and over 80% of the foreign language YEE's are accounted for by courses referred to as "Grade 7" and "Grade 8" rather than as "first year" and "second year". Furthermore, it cannot be assumed that all students in Grade 8 courses took a Grade 7 course the previous year, nor that all first year enrollees began their foreign language study in time to take a second year course while still in junior high school. Therefore, course enrollment data for junior high school foreign language programs are presented in actual YEE's rather than as successive year indices (Table 14).

Inspection of Table 14 reveals substantial declines in the YEE's for most languages between 1976-77 and 1981-82, which is not surprising, given the overall decline in junior high school foreign language enrollments noted earlier. It is of interest, however, that eighth grade Latin enrollments rose in 1981-82, while enrollments fell in seventh grade Latin and in both grades for Spanish, French, and German. Note also the substantial number of YEE's in exploratory courses, which presumably may be taken at any junior

high school grade level. Noteworthy among the first and second year data are the rather drastic declines from 1976-77 to 1981-82 in first year German and Latin, and the comparatively strong showing of second year German (and of ESL).

Because of the small numbers involved, breakdowns of junior high school data by community type are not discussed in the body of this report.

Enrollments by Sex

Table 15 presents an overview of the extent of male and female enrollment in foreign languages; because of the near linear relationship between school size and the proportion of female enrollment that was noted in the 1976-77 Special Report on Foreign Languages, data are presented by both size and community type, as well as by grand totals.* It can be noted that the negative and positive relationships observed in the 1976-77 high school and junior high school data between school size and disproportionately greater female enrollments continue to exist in the 1981-82 data, although to a slightly less extreme degree in the smaller schools. Likewise, this disproportion in female enrollments is greater in rural and independent city schools than in suburban and central city schools, although the extent of differences varies in the two sets of data. Overall, taking into consideration the number of males and females in the total school population, female foreign language enrollments continue to exceed male enrollments, and to almost the identical extent as in 1976-77.

In order to investigate whether male and female enrollment patterns varied by language, data on enrollment patterns in beginning language courses were organized by language and presented in Table 16. Inspection of those data reveals that the more heavily enrolled languages tend to attract considerably more females than males. This is especially true in French, where 1982 first year ratios approached two-to-one in high schools and surpassed it in junior high schools. The only exception to this pattern is found in the case of German, which remains slightly more favored by males than females at the high school level. ESL is also consistently more heavily enrolled by males than females. Female-male ratios vary considerably among the other languages, both by language (e.g., Italian vs. Hebrew) and by year (e.g., Russian and Czech). As previously noted, however, the relatively small enrollments in some languages make percentage data extremely unstable; therefore, to facilitate interpretation of the practical significance of the male-female enrollment ratios in the various languages, the numbers of total 1981-82 enrollees in each language are given after each 1982 female enrollment index.

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*Readers familiar with the 1976-77 Report will notice some slight differences between the male-female indices reported in that report and those presented here; the present indices for both 1976-77 and 1981-82 data were calculated from current tables made available by the ISBE for that purpose.

Total enrollments in successive year/courses in high school foreign language programs, expressed as percents of first year enrollments, were presented earlier (Table 13). These data are presented for males and females separately in Table 17, inspection of which reveals that there was still a general tendency for succeeding year enrollments (SYE's) for females to be higher than those for males, although to a lesser degree in 1981-82 than in 1976-77 in most cases. In third and fourth year Spanish and French, female SYE's exceeded those of males by 26 to 38 percent, while in second year Spanish and French and in second, third, and fourth year German, female SYE's exceeded male SYE's by only 2 to 13 percent. In Latin, second year SYE's were almost identical for males and females, and in third and fourth years, male SYE's exceeded female SYE's, particularly in the fourth year; this reversal of the modern foreign language patterns was also observed in 1976-77. In fifth year programs, female SYE's exceeded those for males in all three languages, particularly Spanish. This was also true in 1976-77. The patterns of SYE's in ESL are similar to those in Latin, suggesting that females not only enroll in beginning ESL courses in fewer numbers than do males (Table 16), but they also are less likely than males to enroll in subsequent ESL courses. Furthermore, the difference between female and male SYE's was greater in 1981-82 than in 1976-77, although continuation indices (SYE's) rose for both males and females in 1981-82.

Junior High School Programs

As noted previously, the question of successive year enrollments is not particularly appropriate at the junior high school level. Therefore, no discussion of male and female SYE's in junior high schools is presented in this report. However, the reader may wish to compare the female-male enrollment ratios for seventh grade and first year courses (Table 16) with similar data for eighth grade and second year courses, which are presented in Table 18. Such a comparison indicates that the relative enrollment patterns observed in seventh grade and first year courses, by and large, hold true for eighth grade and second year courses as well. It should be pointed out, however, that seventh and eighth grade courses are available at many more junior high schools than are first and second year courses, and that the latter are quite rare. The numbers of junior high schools offering second year courses in Spanish, French, German, and Latin in 1981-82 were 6, 5, 4, and 1, respectively. Furthermore, five schools offered "Advanced/Other" courses in Spanish and three did so in French, and the total enrollments in these "Advanced/Other" courses exceeded total second year Spanish and French enrollments. Thus, the male-female enrollment patterns of greatest practical significance at the junior high school level are those which refer to seventh and eighth grade courses, and, to a lesser degree, first year courses.

SUMMARY

1. General Characteristics of the Data

    1.1 Although the number of schools increased slightly between 1976-77 and 1981-82, the number of students enrolled decreased significantly, especially in rural areas, and particularly in rural junior high schools.

2. Availability of Foreign Languages

2.1 The availability of foreign languages at the high school level did not change appreciably from 1976-77 to 1981-82; however, somewhat more students chose to take advantage of that opportunity in 1981-82 than in 1976-77.

2.2 Foreign languages were significantly less available at junior high school levels in 1981-82 than in 1976-77, especially in rural areas; in contrast, foreign languages were considerably more available in central city junior high schools in 1981-82 than in 1976-77.

3. Comparative Strengths Among the Foreign Languages

3.1 There was no significant change in the relative strengths of the various foreign languages between 1976-77 and 1981-82; the four most commonly taught languages (MCTL's were still Spanish, French, German, and Latin.

3.2 Within the MCTL's at the high school level, Spanish and French grew a bit stronger, while German lost a little ground and Latin remained about the same.

3.3 In junior high schools, all four MCTL's lost ground, but Spanish was the least affected.

3.4 Italian is the most heavily enrolled of the less commonly taught languages (LCTL's), but it is offered in only two to three percent of Illinois public high schools, and no LCTL is offered in any independent city or rural high school.

3.5 ESL enrollments rose very significantly in both high schools and junior high schools.

3.6 "General Foreign Language" courses increased in popularity at the high school level, but practically disappeared in junior high schools. "Exploratory" foreign language courses continued to be rather popular in junior high schools, ranking above ESL and Latin in year-equivalent enrollments.

4. Enrollments in Successive Year/Courses

4.1. Among the MCTL's there was little change in successive year enrollment (SYE) indices between 1976-77 and 1981-82. There is still comparatively little enrollment beyond the second year.

4.2 German has the highest SYE indices, followed by French, Spanish, and Latin; Spanish and German SYE's improved in 1981-82, while French and Latin lost ground, particularly Latin.

4.3 SYE's varied widely among the LCTL's.

4.4 Enrollments increased in fifth year courses in Spanish, French, and German; however, there were still only one or two fifth year students for every 100 first year students, and enrollments in "Advanced/Other" courses exceeded fifth year enrollments in Spanish and German, especially in Spanish.

4.5 SYE's were highest in suburban schools and lowest in rural schools, except that rural schools rose to second place in SYE's in third year Latin; French, fifth year, was much stronger in suburban schools than in others.

5. Enrollments by Sex

5.1 Females continue to be overrepresented in foreign language courses at both high school and junior high school levels, although to a somewhat lesser extent in the latter than in the former.

5.2 In high schools, as school size increases, the overrepresentation of females relative to males in foreign language courses decreases; while in junior high schools, as school size increases, the overrepresentation of females relative to males increases.

5.3 Comparing 1982 to 1977, the proportion of females to males in foreign language courses rose in central city high schools and junior high schools, and in rural junior high schools, but fell in rural high schools.

5.4 In beginning courses, females were most disproportionately enrolled in French, Spanish, Latin, and German, in that order; German still attracted slightly more males than females, although female/male enrollment ratios rose in both French and German.

5.5 Female SYE's continue to exceed male SYE's, in general, but to a lesser extent than in 1976-77. The case of Latin continues to be opposite to that of the modern foreign languages, with more males than females enrolled in second and third year courses.

5.6 Male/female SYE's in ESL parallel those in Latin, with even more disproportionate male enrollments in 1981-82 than in 1976-77.

CONCLUSIONS AND RECOMMENDATIONS

The findings of the present report provide a basis for both optimism and pessimism with respect to the status of foreign language study in Illinois public secondary schools. On the one hand, comfort may be taken in the fact that the percent of total YEE's contributed by foreign language study actually rose between 1976-77 and 1981-82, in spite of economic restraints which typically affect foreign languages to a greater degree than they do many other subject areas. On the other hand, the rather traditional nature of foreign language study in Illinois which was described in the 1976-77 report remains relatively unchanged: "Students commonly begin language study in high school and the majority pursue it for only two years. Most students still must select courses from the traditional language choices of Spanish, French, German, or Latin. . ." (McCarthy, 1979, p. 22).

Furthermore, foreign language study was significantly less available in junior high schools in 1981-82 than it had been in 1976-77, being accessible to only 51% of the total junior high school enrollment. Females continue to begin and continue foreign language study in greater numbers than males, although the differences were not always so extreme in 1981-82 as in 1976-77.

It remains to be seen whether the state of foreign language study in Illinois will continue to maintain its status quo or will shift significantly in one direction or the other. Clearly, the condition of foreign languages in junior high schools, particularly in rural and independent city schools, is cause for concern. However, there are also some rather compelling reasons to be optimistic, particularly reasons related to events since 1979 that had little or no opportunity to be reflected in the 1981-82 census data, i.e., the report of the President's Commission on Foreign Language and International Studies (FLIS), which was appointed in October, 1978, by President Carter through the efforts of Illinois Congressman Paul Simon, and the report of the Illinois Task Force on Foreign Language and International Studies, appointed in October, 1978, by then Superintendent Joseph M. Cronin.

The report of the President's Commission, tendered in November, 1979, has been widely discussed, debated, and publicized in both the national press and the professional literature. It has provided a national context which offers potential support for the work of state and local bodies such as the Illinois Task Force. The Task Force has received comparatively little publicity, but its work helped to set in motion significant forces in support of foreign languages and international studies in the state of Illinois.

The report of the Task Force, which was presented to the Illinois State Board of Education (ISBE) in June of 1979, resulted in the creation of the "Illinois Plan for Foreign Languages and International Studies," implementation of which began in September of that year with a series of Local School Planning Seminars on Foreign Language and International Studies. Subsequent implementation efforts have included regional awareness conferences on FLIS, regional workshops, a National Seminar on the Implementation of International Schools (December, 1980), a Curriculum Development Project in Mexico (July - December, 1982), and a number of Oral Proficiency Training Projects conducted jointly by ISBE and the Illinois Foreign Language Teachers Association. Furthermore, foreign languages and international studies have continued to receive support of the state level. In April, 1980, the ISBE adopted a policy statement favoring FLIS, and in February, 1984, Superintendent Donald G. Gill appointed the Reactor Panel, a successor body to the original Task Force.

Given the support for FLIS summarized above, plus the fact that such bodies as the Council for Basic Education have recently and repeatedly endorsed foreign language study as central to the basic education of all students, it would seem that the future of foreign language study in the state of Illinois is potentially bright. It will be determined, in large part, by the extent to which local teachers, parents, students, and administrators avail themselves of the resources available at the state level through the Program Planning Development of the ISBE and exert all reasonable influence on both state educational and legislative officials and their own local education agencies.

Because of the various forces and efforts described, it is quite likely that the state of foreign languages in Illinois schools is already somewhat changed from what it was when the data were collected. Therefore, it is strongly recommended that another census be taken within a short time, and that the data be prepared for analysis as soon as possible thereafter.

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Table 1. Illinois Public High Schools Included in Census of Course Offerings By School Size and Community Type, 1981-82

Size	Community Type									
	Central City		Suburb		Independent City		Rural		All	
	#	%	#	%	#	%	#	%	#	%
1-199	4		3	= 1.6	1	= 1.0	181	= 90.9%	189	26.3
200-499	1	=15.8%	19	=25.7%	44		130		194	27.0
500-999	10		28		36	=98.0%	28	= 8.2%	102	14.2
1000-1699	38	=77.9%	57		17		2	= 0.6%	114	15.9
1700-2599	36		61	= 72.7%	1	= 1.0%	0		98	13.6
2600-2600+	6	= 6.3%	15		0		1	= 0.3%	22	3.1
Subtotals	95		183		99		342		719	
% of Total	13.2		25.5		13.8		47.6			100.1

Table 2. Percent Enrollment in Illinois Public High Schools and Junior High Schools by Community Type, 1981-82

Community Type	Percent School Enrollment	
	High School	Junior High School
Central City	26.8	12.3
Suburban	47.0	60.8
Independent City	11.3	14.8
Rural	14.9	12.1
Totals	100.0	100.0

Table 3. Total Numbers of Schools and Total School Enrollments in Illinois Public High Schools and Junior High Schools, 1976-77 and 1981-82

Statistic	1976-77	1981-82	Index*
High Schools			
Number	704	719	102.13
Enrollment	669,870	593,839	88.65
Junior High Schools			
Number	459	489	106.54
Enrollment	207,231	164,852	79.55

*Expressed as the ratio of 1981-82 data to 1976-77 data.

Table 4. Total Numbers of Schools and Total School Enrollments By Community Type in Illinois Public High Schools and Junior High Schools, 1976-77 and 1981-82

Statistic	Schools			Enrollments			
	76-77	81-82	Index*	76-77	81-82	Index*	Adj. Index**
High Schools							
Central City	95	95	100.00	177,683	159,279	89.64	89.64
Suburban	157	183	116.56	293,348	278,976	95.10	81.59
Indep. City	101	99	98.02	79,302	67,125	84.64	86.35
Rural	351	342	97.44	119,537	88,459	74.00	75.95
Junior High Schools							
Central City	29	28	96.55	21,895	20,336	92.88	96.20
Suburban	240	234	97.50	127,468	100,241	78.64	80.66
Indep. City	86	81	94.19	34,805	24,415	70.15	74.48
Rural	104	146	140.38	23,063	19,860	86.11	61.34

*Expressed as the ratio of 1981-82 data to 1976-77 data.

**Enrollment index adjusted for the ratio of schools in 1976-77 and 1981-82.

Table 5. Availability of and Enrollment in Foreign Language Courses in Illinois Public High Schools and Junior High Schools, 1976-77 and 1981-82

Statistic	Number		% of State Total		Index[1]
	1976-1977	1981-1982	1976-77	1981-82	
High Schools					
Number Offering a Foreign Language	666	669	94.60	93.04	98.35
Enrollment with F. L. Access	654,521	579,745	97.71	97.63	99.92
Year-Equivalent F. L. Enrollment[2]	144,882	139,111	21.63[3]	23.43[3]	108.32
Junior High Schools					
Number Offering a Foreign Language	200	164	43.57	33.53	76.96
Enrollment with F. L. Access	115,501	83,462	55.74	50.63	90.83
Year-Equivalent F. L. Enrollment[2]	31,976	22,862	15.43[3]	13.87[3]	89.89

[1]Expressed as the ratio of 1981-82 percents to 1976-77 percents.

[2]Equal to actual enrollment multiplied by the fraction of the school year which equals the course length, in weeks; e.g., 40 students enrolled in a one-semester course equal 20 in year-equivalent enrollment (40 X 18/36).

[3]Expressed as the ratio of foreign language year-equivalent enrollments to total state enrollment; if every student took a full-year foreign language course, this figure would be 100%. See Appendix A for percents of course offerings of various lengths in high schools and junior high schools.

Table 6. Availability of and Enrollment in Foreign Language Courses by Community Type in Illinois Public High Schools and Junior High Schools, 1976-77 and 1981-82

Statistic	Number of Schools Offering a FL			% of State Enrollment with FL Access[1]			YEE[2] As % of Total State Enrollment		
	76-77	81-82	Index[3]	76-77	81-82	Index[3]	76-77	81-82	Index[3]
High Schools									
Central City	86	86	100.00	96.09	95.68	99.57	20.82	18.38	88.28
Suburban	155	181	116.77	99.47	99.86	100.39	26.57	30.22	113.74
Indep. City	99	96	96.97	99.48	98.72	99.24	17.42	19.20	110.22
Rural	326	306	93.87	94.62	93.26	98.56	13.50	14.27	105.71
Junior High Schools									
Central City	14	22	157.14	51.87	79.26	152.81	10.79	15.74	145.88
Suburban	140	111	79.29	64.55	56.16	87.00	20.11	17.90	89.01
Indep. City	27	19	70.37	42.88	34.08	79.48	8.10	5.16	63.70
Rural	19	12	63.16	30.09	13.73	45.63	5.01	2.29	45.71

[1]Enrollment of schools offering a foreign language divided by total state enrollment.

[2]Year-equivalent enrollment.

[3]Expressed as the ratio of 1981-82 data to 1976-77 data.

Table 7. Percent of Schools Offering Beginning Courses in Four Commonly Taught Languages by School Type and Community Type, 1976-77 and 1981-82

School, Course, Language	Community Type							
	Central City		Suburban		Indep. City		Rural	
	76-77	81-82	76-77	81-82	76-77	81-82	76-77	81-82
Junior H. S.								
Grade 7								
Spanish	13.79	28.57	35.41	32.47	13.95	12.34	4.80	2.05
French	6.89	28.57	25.00	17.52	3.48	-	3.84	0.68
German	6.89	10.71	5.83	3.84	-	1.23	1.92	-
Latin	-	-	2.08	0.85	-	-	-	-
Grade 8								
Spanish	31.03	35.71	35.00	35.47	17.44	9.87	7.69	3.42
French	24.13	42.85	30.00	20.94	5.81	3.70	6.73	0.68
German	10.34	10.71	7.08	4.27	1.16	1.23	1.92	-
Latin	-	-	2.08	2.13	2.32	2.46	-	-
First Year								
Spanish	24.13	25.00	10.00	7.69	12.79	6.17	3.84	0.68
French	17.24	25.00	8.33	6.41	5.81	4.93	4.80	1.36
German	13.79	17.85	7.50	5.55	4.65	2.46	1.92	-
Latin	3.44	10.71	4.58	2.13	3.48	2.46	1.92	-
Second Year								
Spanish	17.24	10.71	0.83	0.85	4.65	1.23	0.96	-
French	17.24	10.71	0.83	0.42	3.48	1.23	0.96	-
German	6.89	7.14	0.41	0.42	1.16	1.23	-	-
Latin	-	-	-	-	1.16	1.23	-	-
High Schools								
Grade 7								
Spanish	-	-	-	-	-	-	0.85	0.29
French	-	1.05	-	-	-	-	0.85	0.58
German	-	1.05	0.63	-	-	-	-	-
Latin	-	1.05	-	-	-	-	-	-

(Continued)

Table 7. Percent of Schools Offering Beginning Courses in Four Commonly Taught Languages by School Type and Community Type, 1976-77 and 1981-82

School, Course, Language	Community Type: Central City 76-77	Central City 81-82	Suburban 76-77	Suburban 81-82	Indep. City 76-77	Indep. City 81-82	Rural 76-77	Rural 81-82
H.S. (Continued)								
Grade 8								
Spanish	1.05	-	-	-	-	-	1.70	0.58
French	1.05	-	-	-	0.99	1.01	0.85	0.29
German	-	-	0.63	-	-	-	-	-
Latin	-	-	-	-	-	-	-	-
First Year								
Spanish	90.52	87.36	92.99	92.89	82.17	85.85	58.68	61.40
French	75.78	75.78	91.08	85.79	58.41	55.55	39.03	31.57
German	48.42	34.73	84.07	72.67	21.78	19.19	14.81	9.64
Latin	20.00	26.31	36.94	25.68	27.72	29.29	5.98	4.97
Second Year								
Spanish	81.05	85.26	92.99	90.16	83.16	87.87	50.14	53.80
French	68.42	73.68	90.44	86.88	59.40	54.54	35.32	28.07
German	44.31	33.68	81.52	75.40	23.76	18.18	13.96	9.35
Latin	18.94	24.21	38.85	27.86	29.70	26.26	5.98	3.50

Table 8. Availability of and Enrollment in Foreign Language Courses by Language and Course in Illinois Public High Schools, 1976-77 and 1981-82

Language and Course	Percent of Schools Offering Course[1]			YEE As % of Total State Enrollment[2]		
	76-77	81-82	Index[3]	76-77	81-82	Index[3]
All For. Langs.	94.60	93.04	98.35	21.63	23.43	108.32
Spanish						
Grade 7	0.42	0.13	30.95	0.01	0.00	-
Grade 8	0.99	0.27	27.27	0.02	0.00	-
First Year	74.00	76.21	102.99	5.98	6.14	102.68
Second Year	68.60	71.90	104.81	3.80	4.20	110.53
Third Year	48.57	49.79	102.51	1.04	1.38	132.69
Fourth Year	30.96	32.54	105.10	0.38	0.64	168.42
Fifth Year	3.83	5.28	137.86	0.03	0.06	200.00
Adv./Other	8.66	6.53	75.40	0.36	0.40	111.11
All Spanish	*	*	*	11.62	12.82	119.07
French						
Grade 7	0.42	0.41	97.62	0.01	0.00	-
Grade 8	0.71	0.27	38.03	0.01	0.00	-
First Year	58.38	54.52	93.39	2.25	2.59	115.11
Second Year	55.53	52.71	94.92	1.80	1.95	108.33
Third Year	38.77	38.52	99.36	0.78	0.83	106.41
Fourth Year	28.26	27.95	98.90	0.38	0.44	115.79
Fifth Year	4.54	5.28	116.30	0.04	0.06	150.00
Adv./Other	3.40	3.61	106.18	0.05	0.05	100.00
All French	*	*	*	5.32	5.92	111.28
German						
Grade 7	0.14	0.13	92.86	0.01	0.00	-
Grade 8	0.14	-	-	0.01	-	-
First Year	35.79	30.31	84.69	1.29	1.07	82.95
Second Year	34.80	30.59	87.90	1.04	0.90	86.54
Third Year	25.71	23.92	93.04	0.38	0.39	102.63
Fourth Year	21.02	19.88	94.58	0.19	0.20	105.26
Fifth Year	1.13	1.52	134.51	0.01	0.01	100.00
A.P./Other	2.69	2.64	98.14	0.03	0.03	100.00
All German	*	*	*	2.96	2.60	87.84
Latin						
Grade 7	-	0.13	-	-	0.00	-
First Year	17.89	16.41	91.73	0.39	0.40	102.56
Second Year	18.46	15.57	84.34	0.31	0.30	96.77
Third Year	9.51	7.64	80.34	0.09	0.07	77.78
Fourth Year	7.10	4.72	66.48	0.04	0.03	75.00
Ind. St./Other	0.56	0.27	48.21	0.00	0.00	-
All Latin	*	*	*	0.83	0.80	96.39

(Continued)

Table 8. Availability of and Enrollment in Foreign Language Courses by Language and Course in Illinois Public High Schools, 1976-77 and 1981-82 (Continued)

Language and Course	Percent of Schools Offering Course[1]			YEE As % of Total State Enrollment[2]		
	76-77	81-82	Index[3]	76-77	81-82	Index[3]
Eng. Sec. Lang.						
Grade 8	0.14	-	-	0.00	-	-
First Year	10.08	10.01	99.31	0.23	0.33	143.48
Second Year	6.67	5.98	89.66	0.13	0.27	207.69
Third Year	3.40	3.61	106.18	0.03	0.17	566.67
Fourth Year	1.56	0.27	17.31	0.01	0.01	100.00
All ESL	*	*	*	0.40	0.78	195.00
Italian						
First Year	2.41	2.92	121.16	0.12	0.11	91.67
Second Year	1.98	2.50	126.26	0.07	0.07	100.00
Third Year	1.13	1.52	134.51	0.02	0.02	100.00
Fourth Year	0.71	0.83	116.90	0.01	0.01	100.00
Lang. & Cult.	0.14	0.13	92.86	0.00	0.00	-
All Italian	*	*	*	0.22	0.21	95.45
Hebrew						
First Year	0.71	0.83	116.90	0.02	0.02	100.00
Second Year	0.71	0.83	116.90	0.02	0.02	100.00
Third Year	0.71	0.69	97.18	0.01	0.01	100.00
Fourth Year	0.71	0.55	77.46	0.00	0.01	-
All Hebrew	*	*	*	0.05	0.06	120.00
Gen. FL/Other	1.13	2.36	208.85	0.04	0.06	150.00
Russian						
Grade 7	-	0.13	-	-	0.00	-
First Year	2.55	1.25	49.02	0.04	0.02	50.00
Second Year	2.69	1.39	51.67	0.03	0.01	33.33
Third Year	2.13	0.97	45.54	0.02	0.01	50.00
Fourth Year	1.70	0.69	40.59	0.01	0.01	100.00
All Russian	*	*	*	0.10	0.05	50.00
Etymology	0.42	0.41	97.62	0.01	0.04	400.00
Exploratory C.	1.27	1.52	119.69	0.03	0.03	100.00
Polish						
First Year	0.28	0.55	196.43	0.01	0.02	200.00
Second Year	0.42	0.55	130.95	0.01	0.01	100.00
Third Year	0.28	0.41	146.43	0.00	0.00	-
Fourth Year	0.14	0.13	92.86	0.00	0.00	-
All Polish	*	*	*	0.02	0.03	150.00
Greek, M/Cl.						
First Year	0.14	0.41	292.86	0.00	0.01	-
Second Year	0.28	0.27	96.43	0.00	0.00	-
All M/C Greek	*	*	*	0.00	0.01	-

Table 8. Availability of and Enrollment in Foreign Language Courses by Language and Course in Illinois Public High Schools, 1976-77 and 1981-82 (Continued)

Language and Course	Percent of Schools Offering Course[1]			YEE As % of Total State Enrollment[2]		
	76-77	81-82	Index[3]	76-77	81-82	Index[3]
Czech						
First Year	0.28	0.13	46.43	0.00	0.00	-
Second Year	0.28	0.13	46.43	0.00	0.00	-
Third Year	0.14	0.13	92.86	0.00	0.00	-
All Czech	*	*	*	0.00	0.00	-
Arabic						
First Year	-	0.13	-	-	0.00	-
Greek, Classical	-	0.27	-	-	0.00	-
Ukranian						
First Year	0.14	-	-	0.00	-	-

[1]Number of schools offering course divided by total number of schools.

[2]Year-Equivalent foreign language course enrollments divided by total school enrollment. NB: An entry of 0.00 indicates that the course was offered but the %YEE was less than .005. An entry of "-" indicates that the course was not offered.

[3]Expressed as the ratio of 1981-82 percents to 1976-77 percents. NB: An entry of "-" indicates that no comparison was possible because of small or missing percent data.

Table 9. Availability of and Enrollment in Foreign Language Courses by Language and Course in Illinois Public Junior High Schools, 1976-77 and 1981-82[1]

Language and Course	Percent of Schools Offering Course			YEE As % of Total State Enrollment		
	76-77	81-82	Index	76-77	81-82	Index
All For. Langs.	43.57	33.53	76.96	15.43	13.87	89.89
Spanish						
Grade 7	23.09	19.83	85.88	3.97	3.61	90.93
Grade 8	25.27	21.67	85.75	3.50	3.49	99.71
First Year	10.02	6.33	63.17	1.18	0.99	83.90
Second Year	2.61	1.22	46.74	0.24	0.15	62.50
Third Year	-	0.20	-	-	0.03	-
Fourth Year	-	-	-	-	-	-
Fifth Year	-	0.20	-	-	0.00	-
Adv./Other	0.65	1.02	156.92	0.06	0.19	316.67
All Spanish	*	*	*	8.95	8.46	94.53
French						
Grade 7	15.03	10.22	68.00	1.85	1.38	74.59
Grade 8	19.82	13.29	67.05	2.10	1.53	72.86
First Year	7.62	5.72	75.07	0.42	0.39	92.86
Second Year	2.39	1.02	42.68	0.12	0.10	83.33
Third Year	-	0.20	-	-	0.01	-
Fourth Year	-	0.20	-	-	0.01	-
Fifth Year	-	0.20	-	-	0.01	-
Adv./Other	0.43	0.61	141.86	0.02	0.15	750.00
All French	*	*	*	4.51	3.58	79.38
German						
Grade 7	3.92	2.65	67.60	0.31	0.31	100.00
Grade 8	5.01	2.86	57.09	0.35	0.27	77.14
First Year	6.10	4.08	66.89	0.30	0.17	56.67
Second Year	0.87	0.81	93.10	0.05	0.05	100.00
Third Year	-	0.20	-	-	0.01	-
Fourth Year	-	-	-	-	-	-
Fifth Year	-	0.20	-	-	0.00	-
All German	*	*	*	1.01	0.81	80.20
Exploratory C.	2.39	1.84	76.99	0.41	0.42	102.44
Eng. Sec. Lang.						
Grade 7	3.48	2.86	82.18	0.12	0.15	125.00
Grade 8	3.26	2.65	81.29	0.09	0.12	133.33
First Year	1.08	1.22	112.96	0.01	0.10	1,000.00
Second Year	-	0.20	-	-	0.02	-
All ESL	*	*	*	0.22	0.39	177.27

(Continued)

Table 9. Availability of and Enrollment in Foreign Language Courses by Language and Course in Illinois Public Junior High Schools, 1976-77 and 1981-82[1]

Language and Course	Percent of Schools Offering Course			YEE As % of Total State Enrollment		
	76-77	81-82	Index	76-77	81-82	Index
(Continued)						
Latin						
Grade 7	1.08	0.40	37.04	0.05	0.02	40.00
Grade 8	1.52	1.43	94.08	0.06	0.11	183.33
First Year	3.70	2.04	55.14	0.13	0.06	46.15
Second Year	0.21	0.20	95.24	0.00	0.00	-
All Latin	*	*	*	0.24	0.19	79.17
Russian						
Grade 7	-	0.20	-	-	0.01	-
Grade 8	-	0.20	-	-	0.01	-
First Year	0.21	-	-	0.01	-	-
All Russian	*	*	*	0.01	0.02	200.00
Gen. FL/Other	0.65	0.20	30.77	0.09	0.01	11.11

[1]See notes on Table 8.

Table 10. Enrollment in Foreign Language Courses by School Type and Language in Illinois Public High Schools and Junior High Schools, 1976-77 and 1981-82 *

School Type and Language	Number of Year-Equivalent Enrollments		YEE As % of Total State Enrollment		
	1976-1977	1981-1982	76-77	81-82	Index**
High Schools					
All For. Langs.	144,882	139,111	21.63	23.43	108.32
Spanish	77,818	76,077	11.62	12.82	110.33
French	35,706	35,135	5.32	5.92	111.28
German	19,784	15,502	2.96	2.60	87.84
Latin	5,627	4,775	0.83	0.80	96.39
ESL	2,709	4,580	0.40	0.78	195.00
Italian	1,425	1,297	0.22	0.21	95.45
Hebrew	338	362	0.05	0.06	120.00
Gen. FL/Other	236	361	0.04	0.06	150.00
Russian	690	278	0.10	0.05	50.00
Etymology	62	245	0.01	0.04	400.00
Explor. C.	212	200	0.03	0.03	100.00
Polish	166	169	0.02	0.03	150.00
Greek, M/CL	51	62	0.00	0.01	-
Czech	47	25	0.00	0.00	-
Arabic	-	15	-	0.00	-
Greek, CL	-	12	-	0.00	-
Ukranian	1	-	0.00	-	-
Junior High Schools					
All For. Langs.	31,976	22,862	15.43	13.87	89.89
Spanish	18,522	13,948	8.95	8.46	94.53
French	9,345	5,880	4.51	3.58	79.38
German	2,098	1,348	1.01	0.81	80.20
Explor. C.	844	690	0.41	0.42	102.44
ESL	460	647	0.22	0.39	177.27
Latin	503	312	0.24	0.19	79.17
Russian	13	23	0.01	0.02	200.00
Gen. FL/Other	184	9	0.09	0.01	11.11

*Languages are listed in descending order according to their 1981-82 YEE's.

**Expressed as the ratio of 1981-82 percents to 1976-77 percents. An entry of "-" indicates that no comparison was possible because of small or missing percent data.

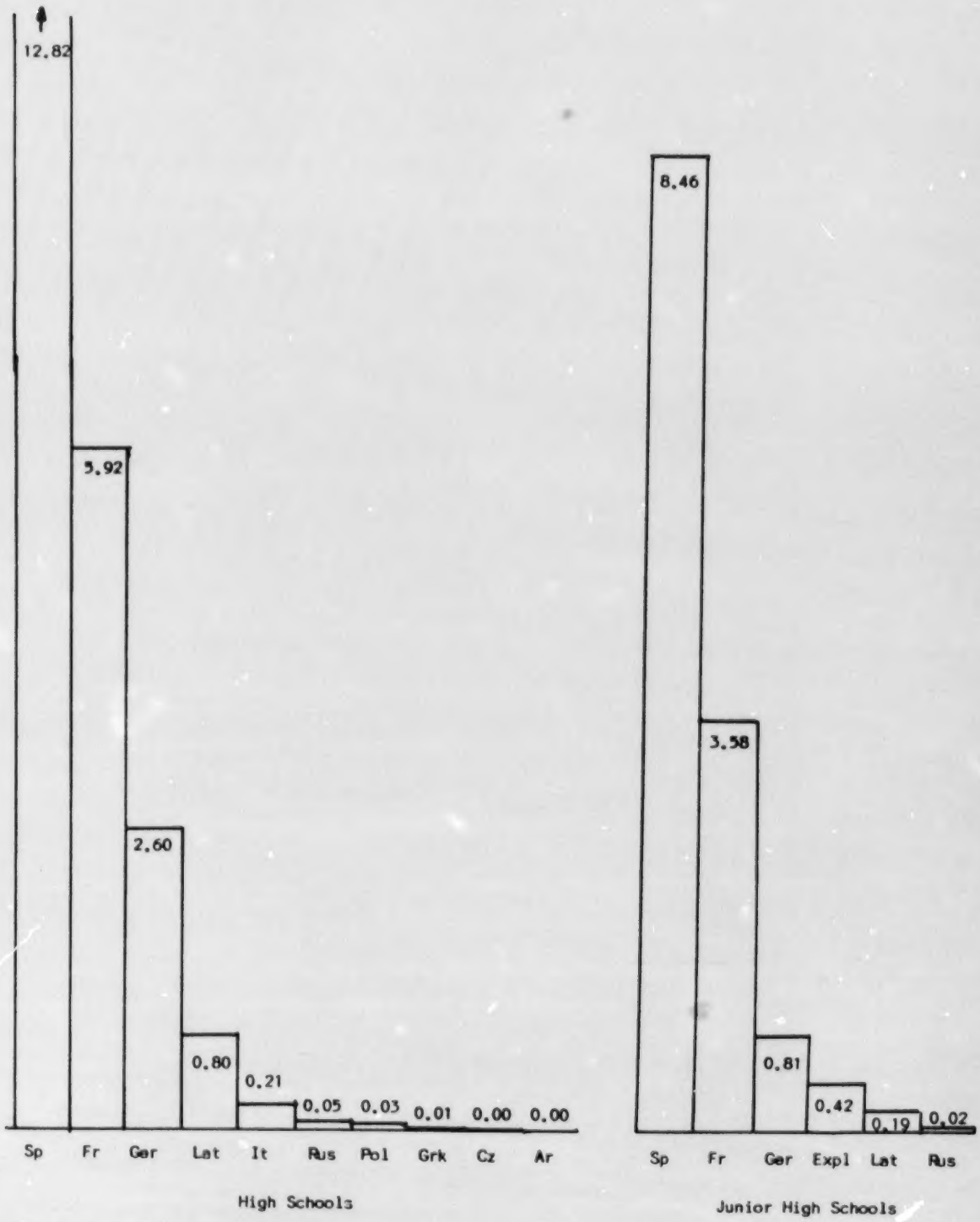


Figure 1. Percent Year Equivalent Enrollment in Foreign Language Courses in Illinois Public High Schools and Junior High Schools, 1981-82

Table 11. Enrollments in Successive Years/Courses by Language in Illinois Public High Schools, 1976-77 and 1981-82, Indexed to First Year Enrollments

Language	Year / Course									
	First Year		Second Year		Third Year		Fourth Year		Fifth Year	
	76-77	81-82	76-77	81-82	76-77	81-82	76-77	81-82	76-77	81-82
Spanish	100%	100%	63.64	68.40	17.39	22.46	6.39	10.39	0.44	0.91
French	100%	100%	80.23	75.33	34.81	31.96	17.04	17.03	1.97	2.15
German	100%	100%	80.47	83.50	29.78	36.07	14.54	18.70	0.51	1.30
Latin	100%	100%	79.52	74.55	23.21	17.46	9.43	8.71	-	-
ESL	100%	100%	54.71	82.57	13.73	51.03	5.13	3.20	-	-
Italian	100%	100%	54.47	64.02	14.44	20.26	4.41	5.43	-	-
Hebrew	100%	100%	85.94	106.31	55.47	79.28	22.66	40.54	-	-
Russian	100%	100%	73.14	60.83	40.64	35.00	30.04	27.50	-	-
Polish	100%	100%	72.29	40.82	26.51	22.45	1.20	9.18	-	-
Greek	100%	100%	82.14	34.78	-	-	-	-	-	-
Czech	100%	100%	91.67	80.00	4.17	20.00	-	-	-	-

Notes: 1. Languages are listed in descending order according to their total 1981-82 percent YEE's.

2. A "-" indicates that the course was not offered in 1981-82.

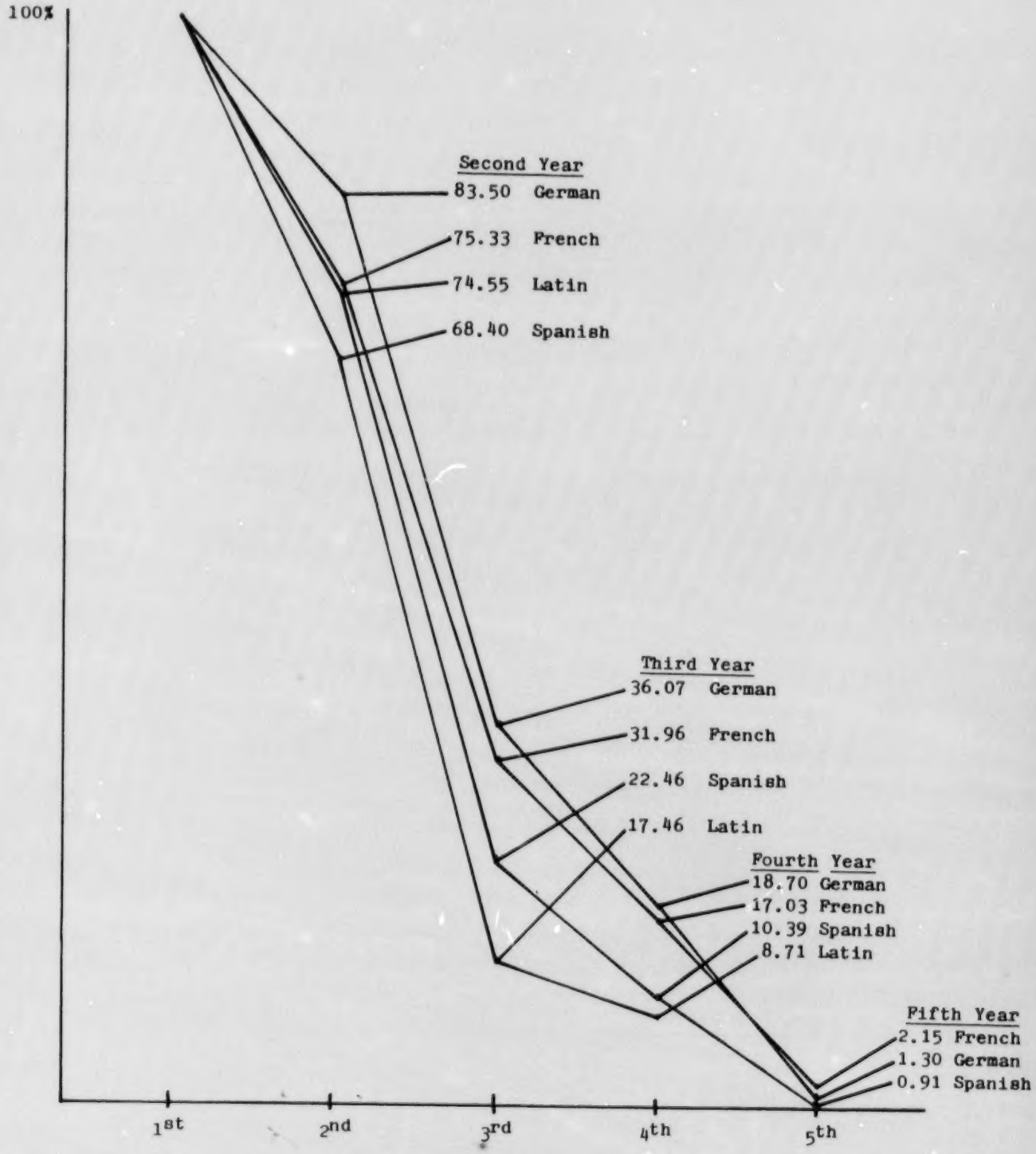


Figure 2. Enrollment in Successive Years/Courses of Spanish, French, German, and Latin in Illinois Public High Schools, 1981-82, Indexed to First Year Enrollments

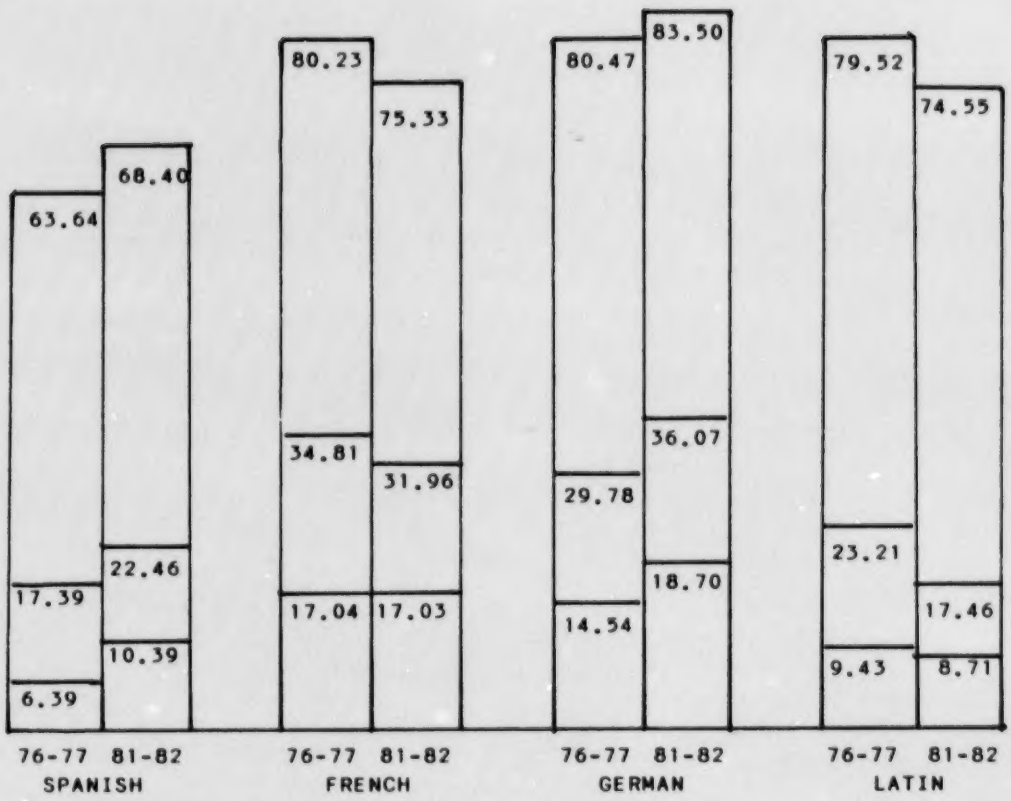


Figure 3. Year-Equivalent Enrollments in Successive Years/Courses of Four Most Commonly Taught Foreign Languages in Illinois Public High Schools, 1976-77 and 1981-82, Indexed to First Year Enrollments

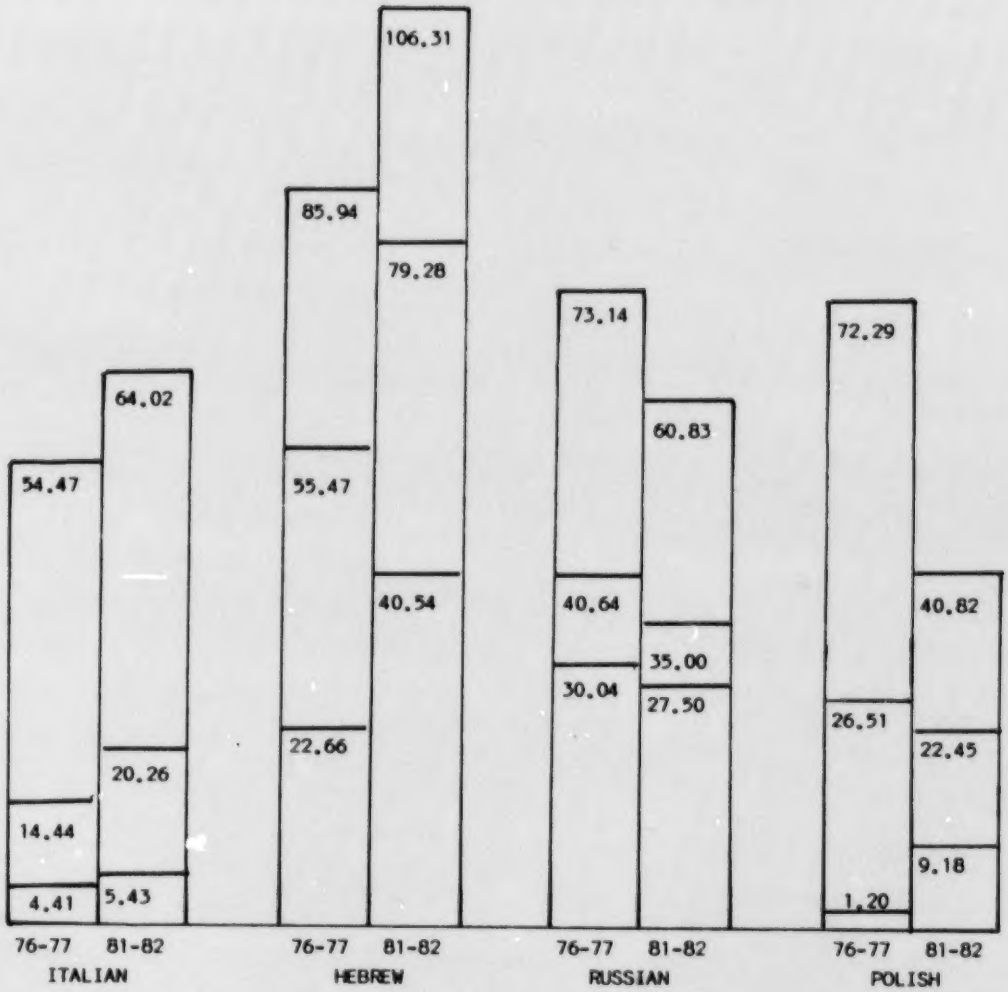


Figure 4. Year-Equivalent Enrollments in Successive Years/Courses in Four Less Commonly Taught Foreign Languages in Illinois Public High Schools, 1976-77 and 1981-82, Indexed to First Year Enrollments

Table 12. Availability of and Enrollment in First, Fifth, and "Advanced/Other" Courses in Spanish, French, and German in Illinois Public High Schools, 1981-82*

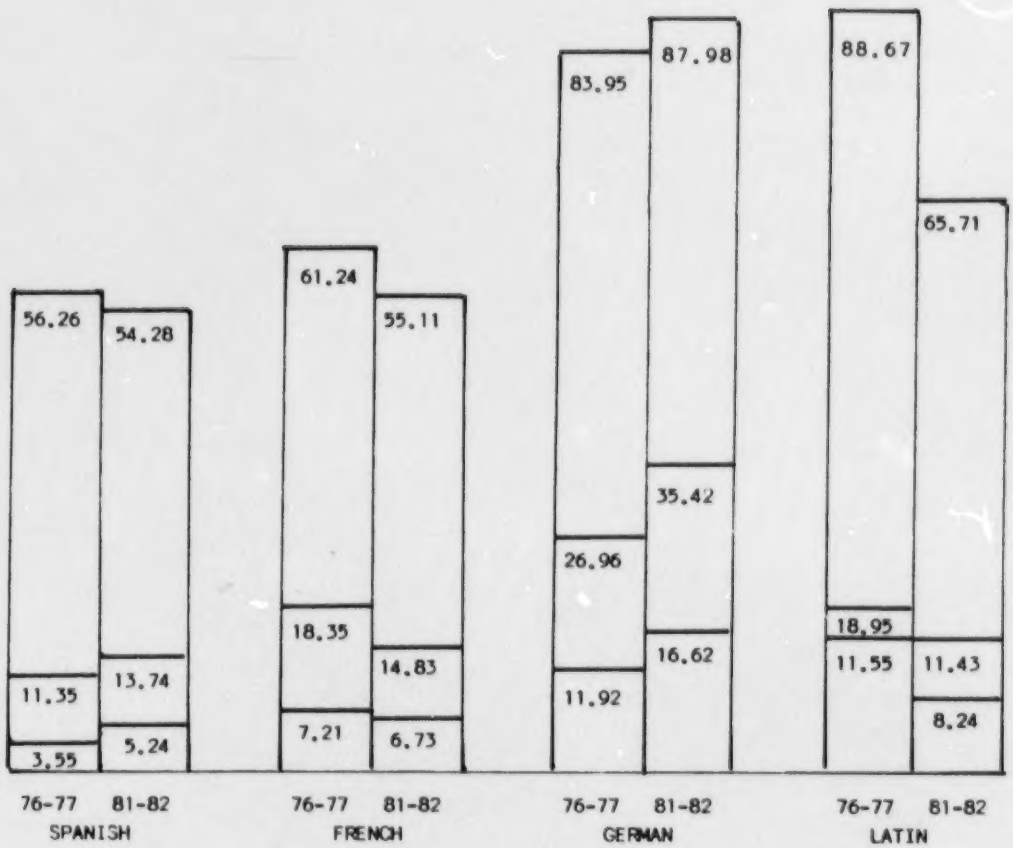
Language	Number of Schools Offering Course			Number of YEE's	
	First Year	Fifth Year	Adv./Other**	Fifth Year	Adv./Other**
Spanish	548	38	47	331	2386
	(521)	(27)	(61)	(177)	(2,410)
French	392	38	26	331	280
	(411)	(32)	(24)	(297)	(318)
German	218	11	19	83	203
	(252)	(8)	(19)	(44)	(209)

*1976-77 figures are given in parentheses below 1981-82 figures.

**For German, this category is labeled, "Advanced Placement/Other."

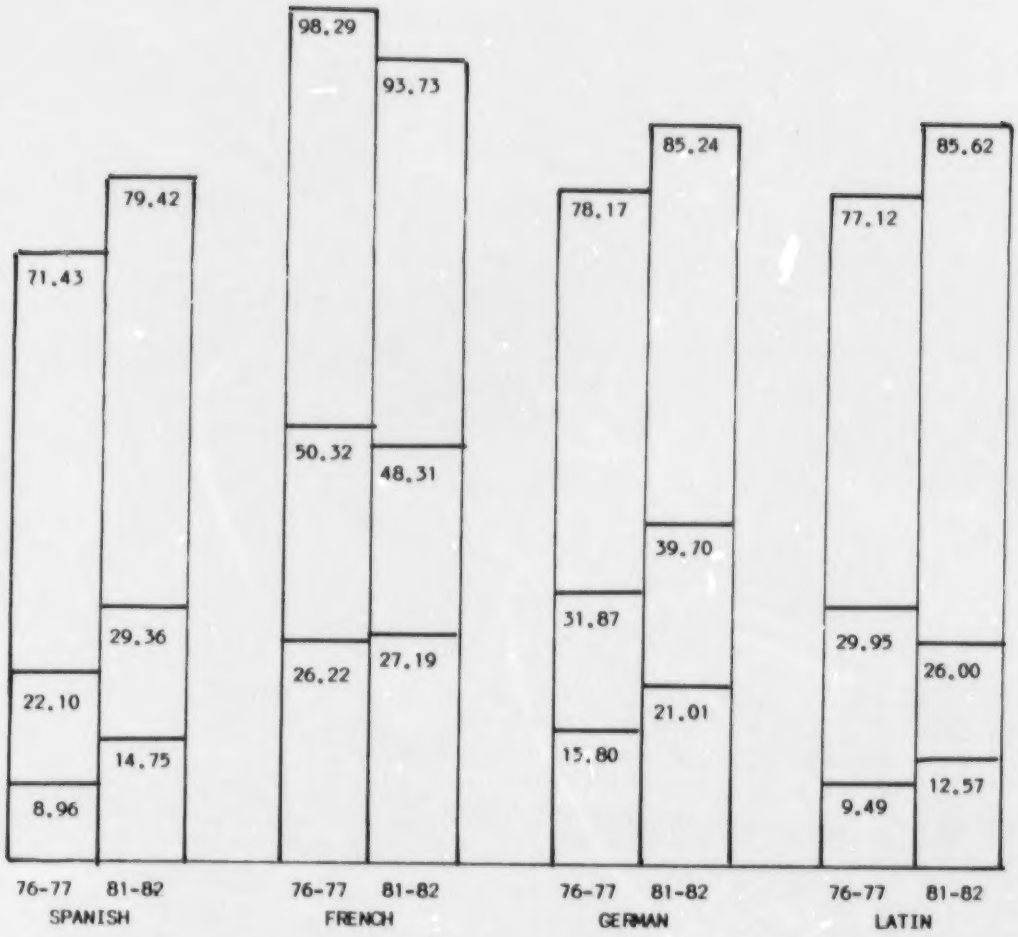
Table 13. Enrollments in Successive Years/Courses of Spanish, French, German, and Latin by Community Type in Illinois Public High Schools, 1976-77 and 1981-82, Indexed to First Year Enrollments

Language and Community Type	Year / Course									
	First Year		Second Year		Third Year		Fourth Year		Fifth Year	
	76-77	81-82	76-77	81-82	76-77	81-82	76-77	81-82	76-77	81-82
Spanish										
Central City	100%	100%	56.26	54.28	11.35	13.74	3.55	5.24	0.38	0.32
Suburban	100%	100%	71.43	79.42	22.10	29.36	8.96	14.75	0.54	1.47
Indep. City	100%	100%	68.40	66.58	17.78	19.01	7.05	8.10	0.69	0.31
Rural	100%	100%	49.31	47.03	14.37	10.81	3.31	-	0.02	-
All Types	100%	100%	63.64	68.40	17.39	22.46	6.39	10.39	0.44	0.91
French										
Central City	100%	100%	61.24	55.11	18.85	14.83	7.21	6.73	0.27	0.59
Suburban	100%	100%	98.29	93.73	50.32	48.31	26.22	27.19	3.88	3.96
Indep. City	100%	100%	73.87	68.14	33.91	24.30	16.47	10.03	0.42	0.07
Rural	100%	100%	61.79	52.18	15.52	10.56	6.34	4.78	0.04	0.05
All Types	100%	100%	80.23	75.33	34.81	31.96	17.04	17.03	1.97	2.15
German										
Central City	100%	100%	83.95	87.98	26.96	35.42	11.92	16.62	-	1.02
Suburban	100%	100%	78.17	85.24	31.87	39.70	15.80	21.01	0.48	1.48
Indep. City	100%	100%	121.41	75.34	40.61	32.04	22.02	16.12	2.22	1.75
Rural	100%	100%	68.77	71.80	17.94	13.61	8.27	6.56	0.56	-
All Types	100%	100%	80.47	83.50	29.78	36.07	14.54	18.70	0.51	1.30
Latin										
Central City	100%	100%	88.67	65.71	18.95	11.43	11.55	8.24	-	-
Suburban	100%	100%	77.12	85.62	29.95	26.00	9.49	12.57	-	-
Indep. City	100%	100%	81.26	62.76	16.77	8.88	11.83	4.35	-	-
Rural	100%	100%	73.97	73.68	10.79	13.16	2.22	1.05	-	-
All Types	100%	100%	79.52	74.55	23.21	17.46	9.43	8.71	-	-



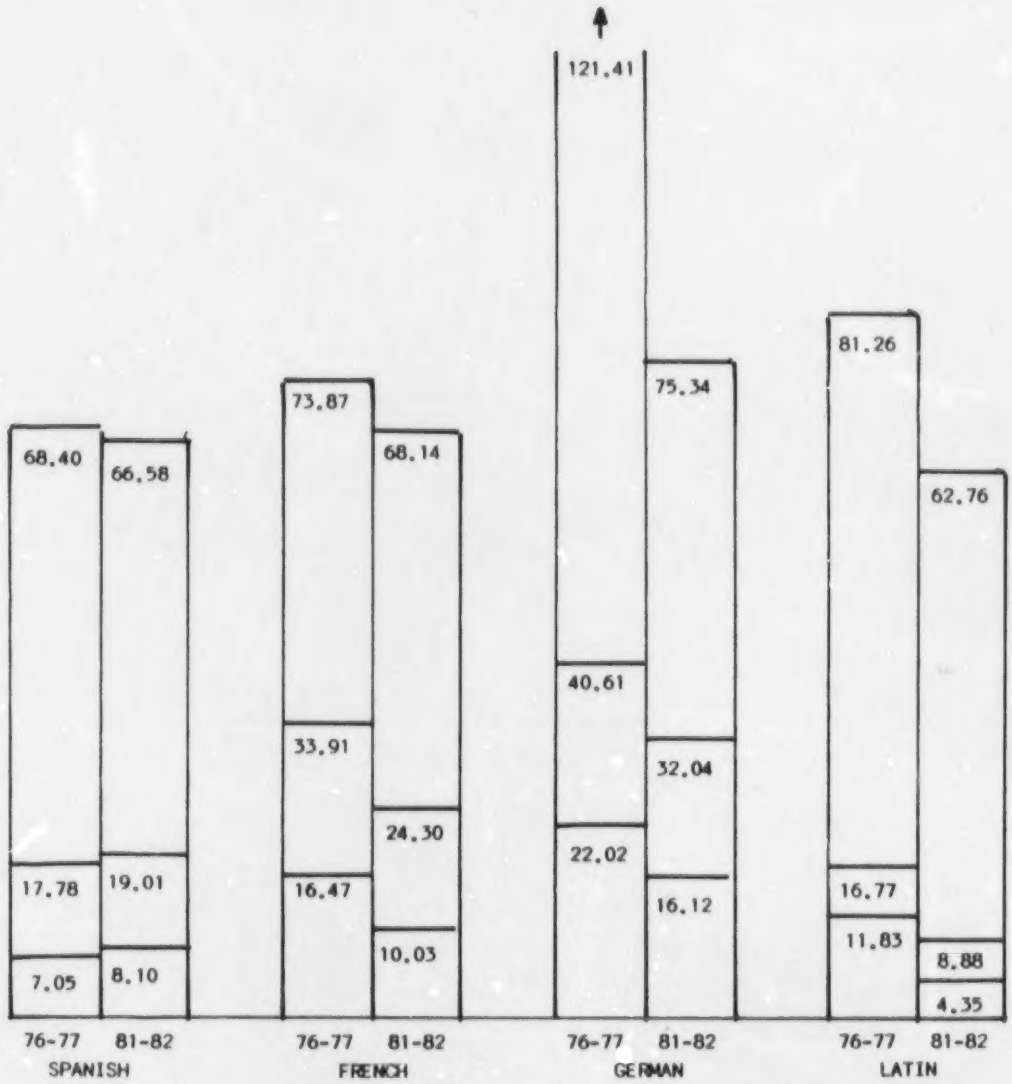
Central City High Schools

Figure 5. Year-Equivalent Enrollments in Successive Years/Courses in Spanish, French, German, and Latin By Community Type in Illinois Public High Schools, 1976-77 and 1981-82, Indexed to First Year Enrollments



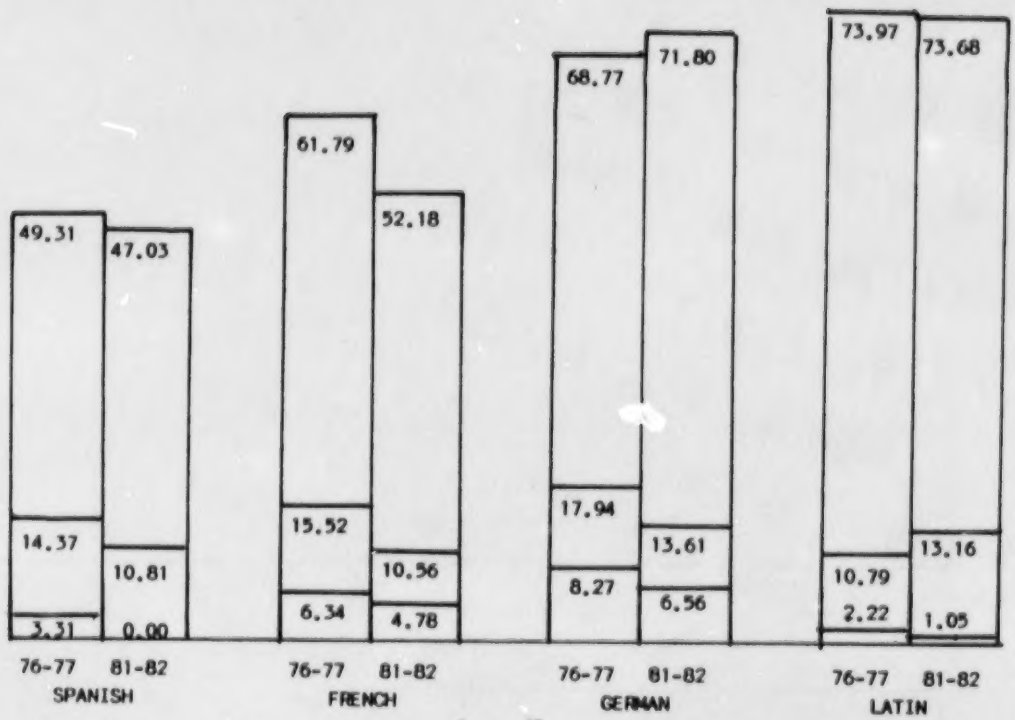
Suburban High Schools

Figure 5. Year-Equivalent Enrollments in Successive Years/Courses in Spanish, French, German, and Latin By Community Type in Illinois Public High Schools, 1976-77 and 1981-82, Indexed to First Year Enrollments



Independent City High Schools

Figure 5. Year-Equivalent Enrollments in Successive Years/Courses in Spanish, French, German, and Latin By Community Type in Illinois Public High Schools, 1976-77 and 1981-82, Indexed to First Year Enrollments



Rural High Schools

Figure 5. Year-Equivalent Enrollments in Successive Years/Courses in Spanish, French, German, and Latin By Community Type in Illinois Public High Schools, 1976-77 and 1981-82, Indexed to First Year Enrollments

Table 14. Year-Equivalent Enrollments in Beginning and Intermediate Foreign Language Courses in Illinois Public Junior High Schools, 1976-77 and 1981-82

Language	Grades 7 and 8				First and Second Year			
	1976-1977		1981-1982		1976-1977		1981-82	
	Grade 7	Grade 8	Grade 7	Grade 8	1st Yr.	2nd Yr.	1st Yr.	2nd Yr.
Spanish	8,218	7,245	5,958	5,759	2,438	489	1,24	246
French	3,835	4,349	2,274	2,520	866	248	642	161
German	652	718	511	453	629	99	282	85
ESL	252	178	251	198	30	-	169	29
Latin	111	117	33	180	272	3	95	4
Russian	-	-	13	10	13	-	-	-
Exploratory	(844)		(690)					
General/Other	(184)		(9)					

Table 15. Female Course Enrollment Per 100 Males Enrolled in Foreign Language by School Size and Community Type in Illinois Public High Schools and Junior High Schools, 1976-77 and 1981-82*

Size and Type	High Schools		Junior High Schools	
	1976-77	1981-82	1976-77	1981-82
School Size				
1 - 199	209.60	189.46	107.94	120.48
200 - 499	188.03	168.32	126.28	129.36
500 - 999	171.96	168.71	134.76	129.48
1000 - 1699	144.26	145.39	148.18	142.72
1700 - 2599	144.00	143.09	-	-
2600 - More	137.45	137.63	-	-
Community Type				
Central City	132.26	137.82	117.97	137.65
Suburban	145.62	144.65	133.43	127.06
Indep. City	165.18	165.47	148.69	148.61
Rural	186.08	180.87	132.08	157.98
All	147.82	147.99	133.33	130.15

*Adjusted for ratio of females to males in total enrollments of schools represented.

Table 16. Female Course Enrollment Per 100 Males Enrolled in Beginning Foreign Language Courses by Language and School, 1976-77 and 1981-82, and Total 1981-82 Enrollments[1,2]

Language	High Schools			Junior High Schools					
	First Year Courses			Grade 7 Courses			First Year Courses		
	76-77	81-82	Tot. 81	76-77	81-82	Tot. 81	76-77	81-82	Tot. 81
Spanish	146.67	140.89	36,436	126.89	118.51	5,957	162.23	161.86	1,624
French	169.38	184.85	15,372	140.70	148.53	2,273	152.57	223.70	642
German	90.23	95.00	6,380	103.42	113.48	510	98.28	141.36	262
Latin	118.92	129.17	2,364	80.73	104.89	33	122.22	130.89	95
ESL	96.33	88.19	1,933	96.73	107.77	251	65.00	70.45	169
Italian	115.53	140.83	681	-	-	-	-	-	-
Hebrew	109.78	81.94	111	-	-	-	-	-	-
(Gen. FL/Other[3]	181.08	114.94	361	93.47	86.76	9)	-	-	-
Russian	71.01	175.93	120	-	65.29	13	114.36	-	-
(Etymology[3]	236.36	151.32	245)	-	-	-	-	-	-
(Exploratory[3]	108.97	148.75	200	104.27	111.01	689)	-	-	-
Polish	85.86	145.31	98	-	-	-	-	-	-
Greek, M/C	72.83	153.52	46	-	-	-	-	-	-
Czech	170.37	68.18	5	-	-	-	-	-	-
Arabic	-	77.31	15	-	-	-	-	-	-
Greek, CL	-	53.85	12	-	-	-	-	-	-
Ukranian[4]	0	-	-	-	-	-	-	-	-

[1]Adjusted for ratio of females to males in total enrollments of schools represented.

[2]Languages are listed in descending order according to their 1981-82 high school YEE's (see Table 10).

[3]These courses are one year or less in length and may be taken at various grade levels; data on these courses are included in this table for comparison purposes.

[4]There was only one student in 1976-77, a male.

Table 17. Enrollments in Successive Years/Courses by Language and Sex in Illinois Public High Schools, 1976-77 and 1981-82, Indexed to First Year Enrollments

Language	Sex	Year / Course									
		First Year		Second Year		Third Year		Fourth Year		Fifth Year	
		76-77	81-82	76-77	81-82	76-77	81-82	76-77	81-82	76-77	81-82
Spanish	M	100%	100%	63.00	66.64	14.66	19.53	4.92	8.65	0.25	0.60
	F	100%	100%	64.09	69.71	19.32	24.65	7.42	11.69	0.58	1.13
French	M	100%	100%	73.08	73.26	27.47	26.22	11.92	13.70	1.58	1.64
	F	100%	100%	84.58	76.49	39.27	35.21	20.15	18.91	2.21	2.44
German	M	100%	100%	79.49	82.61	26.37	34.55	13.35	17.63	0.46	1.14
	F	100%	100%	81.60	84.44	33.66	37.74	15.87	19.84	0.57	1.45
Latin	M	100%	100%	80.00	74.38	25.67	18.22	10.77	10.63	-	-
	F	100%	100%	79.07	74.73	21.07	16.79	8.26	7.17	-	-
ESL	M	100%	100%	51.81	86.77	14.07	53.00	5.48	3.62	-	-
	F	100%	100%	57.80	77.55	13.36	48.75	4.76	2.72	-	-
Italian	M	100%	100%	46.07	66.08	12.30	14.34	4.45	5.59	-	-
	F	100%	100%	61.84	62.53	16.32	24.56	4.37	5.32	-	-
Hebrew	M	100%	100%	80.65	96.83	54.84	65.08	25.81	30.16	-	-
	F	100%	100%	90.91	118.75	56.06	97.92	19.70	54.17	-	-
Russian	M	100%	100%	62.79	92.22	34.30	64.44	27.91	48.89	-	-
	F	100%	100%	89.18	48.00	50.45	17.33	33.33	14.67	-	-
Polish	M	100%	100%	64.81	56.82	24.07	13.64	0.00	6.82	-	-
	F	100%	100%	86.21	27.78	31.03	29.63	3.45	11.11	-	-
Greek	M	100%	100%	60.00	33.33	-	-	-	-	-	-
	F	100%	100%	107.69	35.71	-	-	-	-	-	-
Czech	M	100%	100%	88.89	400.00	0.00	33.33	-	-	-	-
	F	100%	100%	93.33	350.00	6.67	0.00	-	-	-	-

Table 18. Female Course Enrollment Per 100 Males Enrolled in Eighth Grade and Second Year Foreign Language Courses in Illinois Public Junior High Schools, 1976-77 and 1981-82, and Total 1981-82 Enrollments*

Language	Grade 8 Courses			Second Year Courses		
	76-77	81-82	Tot. 81	76-77	81-82	Tot. 81
Spanish	136.63	125.17	5,759	181.14	194.74	246
French	145.93	151.31	2,520	196.86	190.16	161
German	93.80	101.80	452	78.40	117.95	85
Latin	99.63	119.19	179	205.26	102.76	4
ESL	169.47	109.68	198	-	51.62	28
Russian	-	157.02	10	-	-	-

*Adjusted for ratio of females to males in total enrollments of schools represented.

Appendix A

Percent of Foreign Language Courses by Course Length in Illinois Public High Schools and Junior High Schools, 1981-82

Length	High Schools	Junior High Schools
Full Year	95.6	83.0
Half Year	2.8	10.9
Quarter or Trimester	1.3	5.4
Less Than a Quarter	0.0	0.0
Other	0.3	0.7

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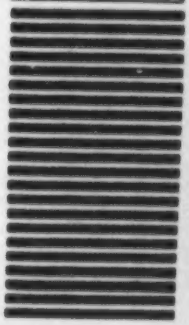

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